

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Embry-Riddle Aeronautical University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Nanette Middle Name:
* Last Name: Guzman Suffix:
* Title: Director of OSRA

* SIGNATURE: Michelle L McConkey

* DATE: 05/24/2021

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/24/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Embry-Riddle Aeronautical University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

(b)(6)

* c. Organizational DUNS:

0521047910000

d. Address:

* Street1:

1 Aerospace Boulevard

Street2:

* City:

Daytona Beach

County/Parish:

Volusia

* State:

FL: Florida

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

32114-3900

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Michelle

Middle Name:

* Last Name:

McConkey

Suffix:

Title:

Grant Administrator

Organizational Affiliation:

* Telephone Number:

(b)(6)

Fax Number:

* Email:

(b)(6)

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Homeland Security - FEMA

11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

* 12. Funding Opportunity Number:

DHS-21-TTP-132-00-01

* Title:

Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Train-the-Trainer Workshops on Inoculation Theory: Innovative Approaches to Preventing Targeted Violence and Terrorism

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="222,720.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="222,720.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Embry-Riddle Aeronautical University
Daytona Beach, Volusia County, Florida
Promising Practices – Single Project Track
Media Literacy and Online Critical Thinking Initiatives
\$222,720

Abstract

The U.S. homeland faces ongoing threats and challenges due to the ever changing nature of our security environment. This project proposes a Train-the-Trainer professional development program for Volusia county's secondary school educators to co-opt pedagogical tools and methods that challenge online violence mobilization narratives, increase awareness of violent extremist (VE) messaging and recruiting, and increase the capabilities of targeted populations to resist and counter VE messaging. The program uses William McGuire's "Inoculation Theory" as the baseline for informing the seminar's topic areas and thematic areas. Participants of Embry-Riddle Aeronautical University's **Train-the-Trainer Seminars on Inoculation Theory (SIT)** program will identify problematic online and media messages that could lead to VE radicalization, critically evaluate the problematic assumptions, data, or logic of those messages, and develop pedagogical strategies for teaching their own students to recognize and critically evaluate those messages.

1. Needs Assessment. In 2020, Florida was home to 68 hate groups, ranking 2nd in a nationwide survey.¹ Amongst the most populous states in the United States, Florida has the highest number of hate groups per capita. Moreover, the number of hate groups in Florida has been increasing, and according to the Federal Bureau of Investigation (FBI), the “greatest terrorism threat to the Homeland we face today is posed by lone offenders, often radicalized online, who look to attack soft targets with easily accessible weapons.”² Volusia County is the 11th largest county (of 67) in Florida by population.³ In 2019, Volusia County’s largest city, Daytona Beach, had more than double the violent crime per capita than the national average.⁴ Volusia County also hosts a headquarters for the violent white extremist group, Proud Boys, whose members were charged in connection with the U.S. Capitol riot on 6 January 2021.⁵

Target Population. Our local prevention framework addresses VE recruiting and targeting of **secondary school students** in Volusia County. To reach this student body we will address Volusia county’s **secondary school teachers** in a Train-the-Trainer format as part of their professional development.⁶ Our secondary population is the local sheriff’s office and police force.

Estimated number of people. Volusia County’s school system educates approximately 61,400 public school students, and employs more 7,500 teachers and administrators.⁷ With collaboration from the Volusia County School District Office of Professional Learning, our program will be open to educators teaching students in the 4th through 12th grade, with a focus on educators teaching civics, language arts, social studies, history, and mathematics.

Inventory of other programs. Continuing education and professional development programs serve our target population. Both the DBPD and Volusia’s secondary school teachers can attend summer seminars or postsecondary educational institutions for continuing education units (CEUs) or partake in online professional development.⁸

2. Program Design. The ERAU Train-the-Trainer Seminars in Inoculation Theory (SIT) meets **Objective 1** of the DHS FY2021 TVTP NOFO, bringing awareness to the local community of the radicalization to violence process and the threat of targeted violence and terrorism. Our project will meet the sub-objectives of “Raising Societal Awareness” and “Media Literacy and Online Critical Thinking Initiatives.”

Problem Statement. The DHS 2020 Homeland Threat Assessment finds domestic VEs are the “most persistent and lethal threat to the Homeland.”⁹ Studies show recruiting efforts for domestic VEs such as white supremacist groups have increased drastically during the COVID-19 pandemic.¹⁰ While exposure to critical thinking initiatives has proven effective against the domestic VE threat, the inventory of programs offered to Volusia County’s secondary school educators and the DBPD does not offer media/data literacy, or critical thinking and analysis.

¹ “Hate Map,” *Southern Poverty Law Center*, <https://www.splcenter.org/hate-map/states/florida>.

² “Strategic Intelligence Assessment and Data on Domestic Terrorism,” *Federal Bureau of Investigation*, May 2021

³ “FDOT District by County Population Estimates,” *Florida Department of Transportation*.

⁴ “Florida- Offenses Known to Law Enforcement by City, 2019,” *Federal Bureau of Investigation*.

⁵ “Hate Map,” *Southern Poverty Law Center*.

⁶ Volusia County’s public secondary school teachers are required to establish a coordinated system of professional development. “2020 Florida Statutes, Chapter 1012, 1012.98,” *Official Internet Site of the Florida Legislature*.

⁷ “Demographics and Statistics,” *Volusia County Schools*.

⁸ For a comprehensive list see: “Professional Development Program” *Volusia County Schools*.

⁹ “DHS 2020 Homeland Threat Assessment,” *Department of Homeland Security*.

¹⁰ “Amarasignam, Amarnath and Marc-Andre Argentino, “The QAnon Conspiracy: A Security Threat in the Making,” *Combating Terrorism Center, United States Military Academy, West Point, New York*.

Program Goals and Objectives. The SIT program will challenge online violence mobilization narratives, increase awareness of VE messaging and recruiting, and increase the capabilities of our population to resist and counter VE messaging. Moreover, through a robust Train-the-Trainer format and experiential learning methodology, the SIT program will promote counter-radicalization capabilities through a self-sustaining program for teaching effective message inoculation strategies, as well as enhance and expand critical thinking and analysis necessary for VE message inoculation. Each module will give an overview of the theoretical basis for the learning objectives, provide pedagogical strategies for accomplishing those objectives, and offer tips and suggestions for how to scale the activities and dialogue for the secondary student. At the conclusion, the participants will meet specific, measurable, achievable, relevant, and timebound (SMART) objectives by 1) identifying problematic online and media messages that could lead to VE radicalization; 2) critically evaluating the problematic assumptions, data, and/or logic of those messages; and 3) developing pedagogical strategies for teaching their own students to recognize and critically evaluate those messages.

Logic Model and Theory of Change. Studies have demonstrated it is possible to raise societal awareness to counter media-driven VE.¹¹ These initiatives are most broadly defined within the critical thinking realm with focus placed on education and training in media and data literacy.¹² The SIT program is predicated on an educator awareness model which uses **Inoculation Theory** to help participants recognize patterns of co-optation by extremists and build appropriate resistance measures. The theory of Attitudinal Inoculation holds that pre-exposure to weakened versions of the challenges to beliefs engendered by VE messaging, coupled with the inclusion of information necessary to refute those ideas and beliefs, primes the individual to resist VE messages. The psychological reactance process that inoculation uses boosts resistance towards extremist messages that underlie recruiting and radicalization processes. Having an enhanced awareness of VE messaging, coupled with the analytic, cognitive, and rhetorical tools to resist the appeal of VE messages will create more robust and resilient members of society so that when confronted they will be protected against false narratives and persuasion.¹³

Short- and Long-term Outcomes. Participants will expand their own awareness and recognition of potential VE messaging and recruitment and develop pedagogical strategies for teaching the same skills, thereby reducing the efficacy of VE recruitment amongst targeted populations and increasing resistance to VE messaging and recruiting. In the long term, the initiative will create a self-sustaining counter-VE messaging and recruiting awareness and education program.

Activities. The modules will highlight learning outcomes centered upon issue areas such as: 1) VE Messaging Awareness; 2) Cross-Cultural Communications and Persuasion; 3) Bias Awareness and Mitigation; 4) Source Veracity Assessment; 5) Logical Fallacies; 6) False Narratives; and 7) Inoculation Strategies. The learning outcomes are embedded within each of the three thematic areas: Critical Thinking and Analysis, Data Literacy, and Media Literacy.

¹¹ Alice Huguet, et al., “Exploring Media Literacy Education as a Tool for Mitigating Truth Decay,” RAND, https://www.rand.org/content/dam/rand/pubs/research_reports/RR3000/RR3050/RAND_RR3050.pdf.

¹² Sara Zeigler and Joseph Gyte, “Prevention of Radicalization on Social Media and the Internet,” in *The Handbook of Terrorism Prevention and Preparedness*, ed. Alex Schmid (ICCT Press: Hague, 2020): 400.

¹³ William McGuire, “Inducing resistance to persuasion: some contemporary approaches,” in *Advances in Experimental Social Psychology*, Vol. 1, ed. Berkowitz L. (New York, NY: Academic Press, 1964): 191–229. See also: Jack Williams Brehm, *A Theory of Psychological Reactance* (New York, NY: Academic Press, 1966) and Sharon S. Brehm and Jack W. Brehm, *Psychological Reactance: A Theory of Freedom and Control* (New York, NY: Academic Press, 1981).

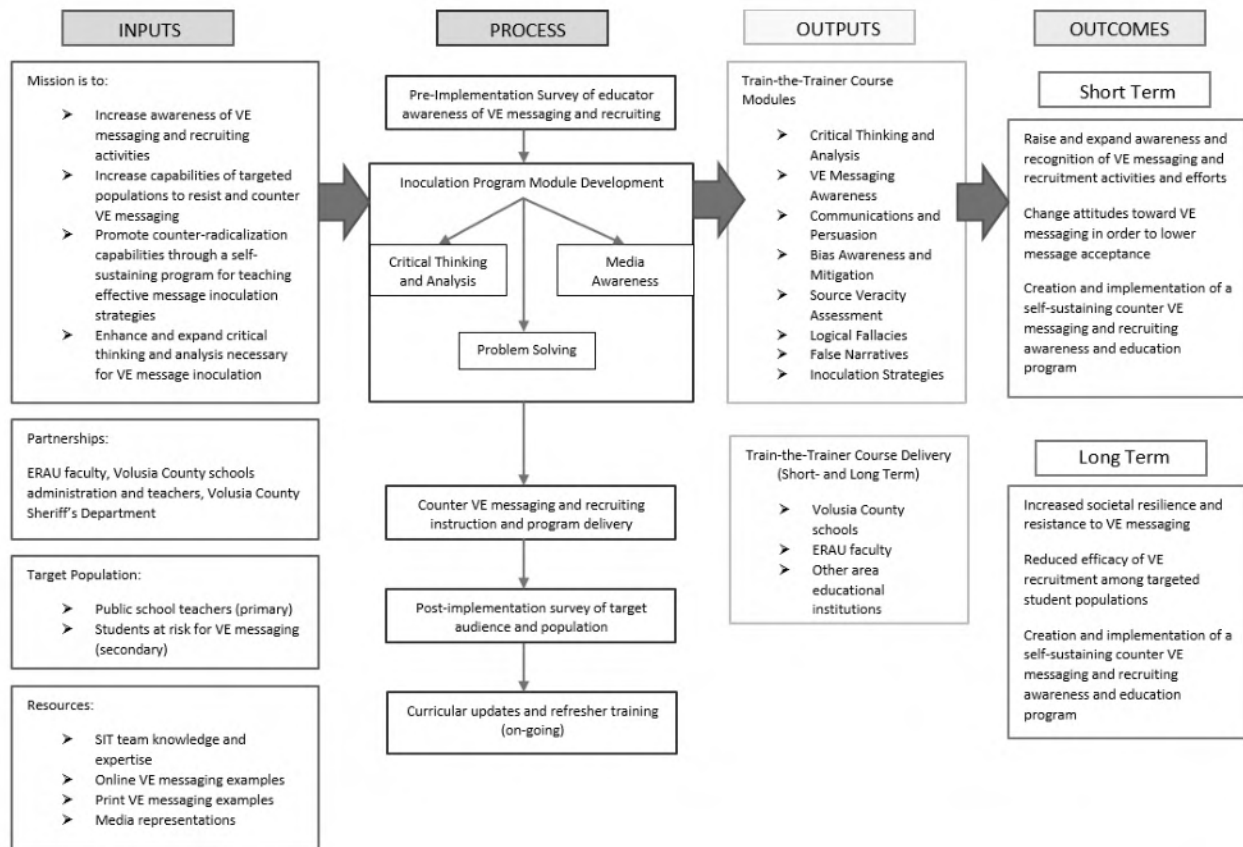


Figure 1. Logic Model

Theme	Description
Theme 1. Critical Thinking	The Critical Thinking thematic area will include cross-disciplinary modules in intelligence, law, and narratives on religious, ethnic, cultural, and racial violence. Participants will discern how communications attempt to target or persuade individuals and groups and address the factors of radicalization to violence: personal, ideological, group, sociopolitical, and community.
Theme 2. Data Literacy	Data drives discovery, decision-making, and innovation. Data science is a new field offering important and long-lasting benefits to society, and literacy in this discipline is very important in many aspects of modern life. The objective of the Data Literacy module is to empower educators to prime students in the transitory stage for the changes in the data-driven society and provide them with skills to navigate capably in today's data-rich world.
Theme 3. Media Literacy	The Media Literacy thematic area is based on the concept that all media messages are constructed and are, therefore, made up of underlying assumptions and biases from their creators. Understanding the constructed nature of media messages is a starting point for recognizing and verifying the veracity of sources, evaluating persuasive strategies, cross-cultural communication, and critically responding to those messages. Participants will be challenged to critically engage with potential VE messages encountered across a range of media sources.

Table 1. ERAU SIT Program Themes & Descriptions.

Inputs. The scope of the resources required to start and maintain the SIT program are categorized into three areas corresponding with the program's goals and phases and SMART objectives: 1) program development of seminar module building on SIT team knowledge and expertise using VE messaging examples; 2) seminar planning, organization and execution; and 3) performance measurement and sustainment.

Contextual Factors. Conditions, stakeholders, funding, and other factors inherent to the SIT program design, execution, and sustainability may influence its success. Each of these factors is accounted for in the design of the ERAU SIT program and offset by the learning modalities offered by ERAU, the attributes of the SIT team, and ERAU's strengths as a university and community stakeholder. Within the seminar development phase, the key contextual factors include access to K-12 learning methodology, the prior knowledge-base of the county's school teachers, and the Volusia County school system's policies and procedures. The SIT team's deep working relationship with Volusia County and our access to K-12 pedagogy will mitigate these issues. During the organization and execution phase of the seminar, key contextual factors include: meeting modality, allowances for large and small groups, and the accessibility of content and activities. ERAU's strengths as an ADA compliant institution, our expertise in online and hybrid instruction, and dedicated support for developing effective, multimodal presentations and content will allow us to facilitate a program that can flexibly adapt to emerging individual and situational needs. Finally, as the seminar moves into the program sustainability phase, the ability to collect post-seminar data and pivot to a certificate program will be handled through the SIT team's working relationship with the VCS district and the cross-sectional leadership team.

Likelihood of Success. Studies have shown media and data literacy programs can improve critical thinking and decrease the likelihood that participants will believe conspiracy theories.¹⁴ Moreover, techniques derived from Inoculation Theory have shown robust efficacy in conferring resistance against persuasion against extremist propaganda.¹⁵

3. Organization and Key Personnel. ERAU is a private residential university located in Daytona Beach, Florida accredited through the Southern Association of Colleges and Schools (SACS). The Daytona Beach campus's College of Arts and Sciences hosts departments of Mathematics, Security Studies and International Affairs (SSIA), Humanities and Communications (HU/COMM), among others. Our key personnel bring strengths and a breadth of academic and practical experience in intelligence, homeland security, law, divinity, data science, mathematics, media literacy, communications, racial and ethnic/cultural studies, instructional technology, secondary and post-secondary education. The SSIA department will serve as the lead for the SIT program. The PI will manage the program, serving as the collaboration point throughout the period of performance. The critical thinking and analysis portion of the SIT program will be developed by SSIA professors. Our data literacy team will be chaired by the Math Department, and the media literacy team will be led by HU/COMM. The Director of Professional Programs will lead the seminar organization and execution, and our instructional technologist will oversee the sustainability of the program. Finally, our Center for Teaching and Learning Excellence will manage the performance metrics and measurements. We do not anticipate any key personnel leaving before the end of the period of performance. Changes in key personnel will be communicated to DHS by the PI.

4. Sustainability. ERAU has the in-house capability to create and implement a self-sustaining counter-VE messaging and recruiting awareness and education program through the Office of Professional Education and the ERAU Worldwide Online Campus. ERAU has committed to

¹⁴ Stephanie Craft, Seth Ashley, and Adam Maksl, "News Media Literacy and Conspiracy Theory Endorsement," *Communication and the Public* 2, no. 4 (December 2017): 388–401. <https://doi.org/10.1177/2057047317725539>; Se-Hoon Jeong, et al., "Media Literacy Interventions: A Meta-Analytic Review," *The Journal of Communication* 62:3 (2012): 454–472. doi:10.1111/j.1460-2466.2012.01643.

¹⁵ Kurt Braddock, "Vaccinating Against Hate: Using Attitudinal Inoculation to Confer Resistance to Persuasion by Extremist Propaganda," *Terrorism and Political Violence* 2019, doi: 10.1080/09546553.2019.1693370.

continuing professional education and lifelong learning through a variety of short-courses and seminar programs offered through the Office of Professional Education. All courses are offered in a face-to-face classroom or online settings and taught by industry professionals and subject matter experts. In addition to the short courses, ERAU also offers a variety of certificates and certificate programs. ERAU Worldwide is our online campus recognized by *U.S. News and World Report* as the best in Online Programs in 2019. ERAU Worldwide can sustain the program via online modality as a certificate option after the period of performance.

5. Budget Detail and Narrative. The budget for the SIT program is categorized into three broad phases derived from the goals: 1) program development of seminar modules; 2) seminar planning, organization and execution; and 3) performance measurement and sustainment. The budget includes the cost of personnel labor, fringe benefits, and seminar supplies. ERAU will add 43.5% Modified Total Direct Cost (MTDC), federally negotiated, on-campus rate to the proposal. Below is a description of the input areas and the Budget Worksheet.

Phase	Description
Phase 1. Program Development	Resources are needed to develop the course materials for the 10-12 modules across the three thematic areas for the SIT program and managing the roll-out. Grant funding will cover the cost for identified staff and faculty members to design and organize seminar and workshop themes during the Spring 2022 semester.
Phase 2. Seminar Planning, Organization & Execution	Grant funds will cover general course supplies to conduct a multi-day, multi-phased seminar at Embry-Riddle Aeronautical University, Daytona Beach. These items include (but are not limited to): advertising, leather padfolios, pens, paper pads, USBs, certificates, certificate holders, name tents, course booklets, and snacks. The general course supplies also covers the summer salaries for supporting faculty members, ad hoc supplies, catering, indirect & direct costs, classroom space, textbooks, and student assistants.
Phase 3. Measurement, Analysis, & Sustainment	Grant funds will also cover the cost to have the Performance Measures Manager develop measures of success and surveys for the program, quantitative, qualitative, descriptive and inferential statistics, as well as the facilitation of any Institutional Review Board (IRB) requirements. Phase 3 also includes funds for longevity, sustainability and preparation to transition to a certificate program.

Table 2. ERAU SIT Phases & Descriptions.

Budget Category	Federal Request
Personnel	\$141,753.00
Fringe Benefits	\$27,504.00
Travel	\$0
Supplies	\$18,000.00
Contractual	\$0
<i>Total Direct Costs</i>	159,753.00
Other - 43.5% Modified Total Direct Cost	\$62,967.00
Indirect Costs	\$0
TOTAL PROJECT COSTS	\$222,720.00

Table 3. Budget Worksheet.

APPENDIX A

A. Completed Implementation and Measurement Plan

Media Literacy and Online Critical Thinking Initiatives

Organization Name	Embry-Riddle Aeronautical University
Project Title	Train-the-Trainer Seminars on Inoculation Theory (SIT) program
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	10/01/2021 - 09/30/2023

Project Goal Statement: The SIT program will challenge online violence mobilization narratives, increase awareness of VE messaging and recruiting, and increase the capabilities of targeted populations to resist and counter VE messaging. The SIT program helps participants identify problematic online and media messages that could lead to VE radicalization, critically evaluate the problematic assumptions, data, or logic of those messages, and develop pedagogical strategies for teaching their own students to recognize and critically evaluate those messages.

Target Population: Our local prevention framework addresses VE recruiting and targeting of **secondary school students** in Volusia County. To reach this student body we will address Volusia county's **secondary school teachers** in a Train-the-Trainer format as part of their professional development.

Goal 1: Program Development: Through a robust Train-the-Trainer format and experiential learning methodology, the SIT program will promote counter-radicalization capabilities through a self-sustaining program for teaching effective message inoculation strategies, as well as enhance and expand critical thinking and analysis necessary for VE message inoculation.

Goal 2: Seminar Planning, Organization, and Execution: Seminar participants will be given an overview of the theoretical basis for the learning objectives in each of the 10 - 12 seminar modules, be provided pedagogical strategies for accomplishing those objectives, and offer tips and suggestions for how to scale the activities and dialogue for the secondary student. Each participant will develop pedagogical strategies for teaching their students the same skills, thereby reducing the efficacy of VE recruitment amongst targeted populations and increasing resistance to VE messaging and recruiting.

Goal 3: Measurement & Analysis: Participants will be measured on their own awareness and recognition of potential VE messaging and recruitment via online activities. The program will also track the number of participants, participant demographics, programmatic lessons learned, participant feedback, and program's ability to meet long-term goals.

Goal 4: Sustainment: The SIT key personnel will create a self-sustaining counter-VE messaging and recruiting awareness and education program with Professional Programs.

Goal 1: Program Development

Objective 1.1: Faculty and staff members will create a program designed to challenge online violence mobilization narratives, increase awareness of VE messaging and recruiting, and increase the capabilities of targeted populations to resist and counter VE messaging during Q1 and Q2 of the first year of the program.

Goal 1 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 1.1:</i> Faculty and staff members will create a program designed to challenge online violence mobilization narratives, increase awareness of VE messaging and recruiting, and increase the capabilities of targeted populations to resist and counter VE messaging.	<i>Activity 1.1.1.</i> Develop lesson plans, learning outcomes, exercises and course syllabi for SIT program modules across three thematic areas.	Salary for PI/ identified faculty and staff members to design and organize seminar and curriculum and workshop themes.	<i>Year 1 Q1-2</i>	10 - 12 fully developed course plans corresponding with seminar modules, each course plan will include learning outcomes, pedagogical techniques, syllabus, and activities across the three thematic areas for the SIT program.

Activity #	Performance Measure(s)	Data Collection Method and Timeframe
<i>Activity 1.1.1</i>	SIT Lesson Plans, Modules, and Syllabi	Observation and Document Review Year 1, Q1-2

Goal 2: Seminar Planning, Organization, and Execution

Objective 2.1: ERAU staff and faculty members will plan and organize a 10-12 module SIT Program, to take place over a 3-5-day period.

Objective 2.2: ERAU staff and faculty members will host and instruct modules during the 3-5 day SIT Program.

Goal 2 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 2.1:</i> ERAU staff and faculty members will plan and organize a 10-12 module SIT Program, to take place over a 3-5 day period in the Summer of 2022 and 2013	<i>Activity 2.1.1.</i> Creating the agenda, timing of events, coordinating with event participants, booking venue, registration, designing website, hiring catering, reserving venue	Advertising, leather padfolios, pens, paper pads, USBs, certificates, certificate holders, name tents, course booklets, ad hoc supplies, catering, indirect & direct costs, classroom space, textbooks	<i>Year 1 Q2</i>	2022 SIT Seminar Plan --Seminar exercises, SIT conference agenda, website, event registration, promotion, venue booking, catering plan, attendee communications
	<i>Activity 2.1.2.</i> Plan and organize seminar by creating the agenda, timing of events, coordinating with event participants, booking venue, registration, designing website, hiring catering, reserving venue	Advertising, leather padfolios, pens, paper pads, USBs, certificates, certificate holders, name tents, course booklets, ad hoc supplies, catering, indirect & direct costs, classroom space, textbooks, catering	<i>Year 2 Q2</i>	2023 SIT Seminar Plan --Seminar exercises, SIT conference agenda, website, event registration, promotion, venue booking, catering, attendee communications
<i>Objective 2.2:</i> SIT Program - Seminar Execution - ERAU staff and faculty members will host and instruct modules during the 3-5 day SIT Program.	<i>Activity 2.2.1.</i> Host and Teach 2022 SIT Seminar	Summer salaries for supporting faculty members, and student assistants.	<i>Year 1 Q2-3</i>	2022 SIT Seminar
	<i>Activity 2.2.2.</i> Host and Teach 2023 SIT Seminar	Summer salaries for supporting faculty members,	<i>Year 2 Q2-3</i>	2023 SIT Seminar

		staff members, and student assistants.		
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Goal 2 MEASUREMENT PLAN

Activity #	Performance Measure(s)	Data Collection Method and Timeframe
<i>Activity 2.1.1</i>	Complete Seminar Plan Seminar Agenda	Observation and Document Review Year 1 / Q2
<i>Activity 2.1.2.</i>	Complete Seminar Plan Seminar Agenda	Observation and Document Review Year 2 / Q2
<i>Activity 2.2.1.</i>	Attendee Participation and Feedback	Post-Seminar Survey Year 1 / Q2-3
<i>Activity 2.2.2.</i>	Attendee Participation and Feedback	Post-Seminar Survey Year 2 / Q2-3

Goal 3: Measurement & Analysis

Objective 3.1: Create a measurement that allows all SIT participants to provide demographic information and performance metrics.

Objective 3.2: Teach at least 50 community stakeholders in the first year, and 100 in the second year; reach 500 students in the first year and 1000 students in the second year.

Objective 3.3: Increase awareness of VE messaging by 75%.

Goal 3 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 3.1:</i> Create measurement that allows all SIT participants to provide demographic information and performance metrics.	<i>Activity 3.1.1.</i> Performance Measures Managers develop measures of success and surveys for the program	Salaries for supporting staff and faculty members (labor)	<i>Year 1</i> <i>Q1-2</i>	Performance Measures, Survey Questions, and Survey Modality
<i>Objective 3.2:</i> Teach at least 50 community stakeholders in the first year, and 100 in the second year; reach 500 students in the first year and 1000 students in the second year.	<i>Activity 3.2.1.</i> Conduct surveys before and after SIT program	Salaries for supporting staff and faculty members (labor); supplies	<i>Year 1</i> <i>Q2-3;</i> <i>Year 2</i> <i>Q2-3</i>	Completed Surveys and Survey Data
<i>Objective 3.3:</i> Increasing VE messaging by awareness by 75%.	<i>Activity 3.3.1.</i> Conduct descriptive and inferential data analysis on survey data, and facilitate any Institutional Review Board (IRB) requirements, conduct	Salaries for supporting staff and faculty members (labor); supplies	<i>Year 1</i> <i>Q3-4;</i> <i>Year 2</i>	Output of descriptive Statistics and Inferential Statistics on Survey Data, Lessons Learned;

	lessons learned with staff, faculty, and instructional team		Q3-4	increase of 75-100% on measurable outcomes.
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Goal 3 MEASUREMENT PLAN

Activity #	Performance Measure(s)	Data Collection Method and Timeframe
Activity 3.1.1.	SIT program Participant Feedback	Qualitative Measurement Post-SIT Seminar questionnaire to SIT participants on seminar effectiveness Year 1&2, Q2-3
Activity 3.2.1.	Number of Participants Enrolled in Courses	Descriptive Statistics Pre-SIT Seminar Survey Year 1&2, Q2-3
	Aggregate level demographic information on participants	Descriptive Statistics Pre-SIT Seminar Survey Year 1&2, Q2-3
	Number of Participants who Complete the Course	Descriptive Statistics Post-SIT Seminar Survey Year 1&2, Q2-3
	Aggregated data on results of skills-based tests	Descriptive Statistics Pre- SIT Seminar Questionnaire & Post-SIT Seminar Questionnaire Year 1&2, Q2-3
Activity 3.3.1.	Lessons Learned (SIT Seminar)	Qualitative Measurement Post- SIT Seminar Survey & Data collection amongst faculty and seminar organizers Year 1&2, Q3
	Aggregated data on results of implementation survey	Descriptive Statistics Post-SIT Seminar Year 2, Q3

	Data analysis and interpretation of aggregate data	Inferential Statistics Post-SIT Seminar Year 2, Q3
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Goal 4: Sustainment

Objective 4.1: A self-sustaining counter-VE messaging and recruiting awareness and education program with ERAU Professional Programs

Goal 4 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 4.1:</i> A self-sustaining counter-VE messaging and recruiting awareness and education program with ERAU Professional Programs	<i>Activity 4.1.1.</i> Use lessons learned and seminar modules to create online/hybrid and F2F certificate programs, online modality, scale seminar modules, and create hybrid lesson plans.	Funds for longevity planning, sustainability planning and preparation to transition to a certificate program.	<i>Year 2 Q3</i>	Fully online /hybrid and F2F certificate program, online modality and hybrid lesson plans.

Goal 4 MEASUREMENT PLAN

Activity #	Performance Measure(s)	Data Collection Method and Timeframe
<i>Activity 4.1.1.</i>	Sustainable Program Syllabi and Lesson Plans	Observation and Document Review Year 2 Q3-4

APPENDIX B.

Resume for Proposed Key Personnel – Primary Investigator (PI), Program Manager	
Name	Diane Zorri
Current Job Title	Assistant Professor, Security Studies and International Affairs
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution 3. Seminar Measurement, Analysis & Sustainment
SIT Role(s)	Primary Investigator (PI) Program Manager Instructor - Theme 1: Critical Thinking and False Narratives
Summary of Key Qualifications <ul style="list-style-type: none"> Program Management in a variety of contexts to government customers Event management and complex coordination across multiple entities and stakeholders Served as an academic consultant on terrorism/counterterrorism to government entities Education professional - taught courses in Homeland Security major, Terrorism minor 	
Education/ Certifications/ Training (Institution, Degree, Specialization, Year) <ul style="list-style-type: none"> George Mason University, Ph.D., Political Science, 2015 Naval Postgraduate School, M.A., Security Studies, 2006 U.S. Air Force Academy, B.S., Political Science, 2001 	
Work Experience	
Assistant Professor, Security Studies and International Affairs 2016 - Present Embry-Riddle Aeronautical University, Daytona Beach Campus <ul style="list-style-type: none"> Teach undergraduate courses in Homeland Security, Middle Eastern Affairs, Terrorism, Globalization Non-Resident Senior Fellow, Joint Special Operations University - \$50K+ in grants and contracts SSIA Outstanding Teacher 2019 & 2020; recognized as a finalist for the Tej Gupta Outstanding Teacher Award at university-level in 2020 	
Director, Program Management Office 2007 - 2012 DRS Technologies (Finmeccanica), Herndon, Virginia <ul style="list-style-type: none"> Provided business development, capture management, proposal development and research analysis to segment with revenues of \$1.5B; assisted the Vice Presidents of International Programs and Maritime and Security Solutions in the development and implementation of new business strategies for the execution of large international communications and technical integration projects Served as advisor to all IDIQ vehicle users in line of business by understanding policies, procedures and processes of all functional interfaces involved with task order bid responses, management, and execution Directed task orders and services on \$50M Integrated Security Services Contract for Pentagon Security 	
Program Manager, Bilingual-Bicultural Advisory Contract 2008 - 2009 Operational Support and Services, Baghdad, Iraq <ul style="list-style-type: none"> Responsible for 400+ employees, supervised 8 Deputy Program Managers, 1 Information Technology Manager, 1 Executive Assistant and 2 Recruiters, oversaw all Bilingual-Bicultural Advisors/ Subject Matter Experts to the Department of Defense and Department of State; ensured compliance with schedules, milestones, and other planned development activities for \$250M contract Worked directly with Multi-National Corps-Iraq (MNC-I) Civil Military Operations (C-9) and Operations (C-3) to support major subordinate commands of MNC-I on reconstruction and democratization projects throughout Iraq involving current operational-level planning and execution of joint/multinational operations 	
Officer, U.S. Air Force 2001 - 2007 Various Locations <ul style="list-style-type: none"> Hand-selected as ambassador for AF District of Washington for all distinguished visitors arriving via aircraft; coordinated arrival and departure of flights through military command personnel, Secret Service, Flight Line Operators, Security Forces, Capitol Police, the State Department and foreign embassy officials; Lead host 	

and manager for recurring travels by the President of the United States, First Lady, Secretary of State, Secretary of Defense, Chairman of the Joint Chiefs of Staff, Foreign Heads of State, Congressmen

- Hosted all political and military leaders visiting 8th Fighter Wing, Kunsan Air Base, Republic of Korea and served as primary advisor to wing commander and staff on how to conduct ceremonies, the etiquette of international relations, arranged F-16 incentive rides and operational tours of squadrons and base facilities; directly managed 4 non-commissioned officers and 1 Korean national employee
- Managed survivor assistance and mortuary support programs for 88 flying wings at 140 installations worldwide; lead headquarters staff assistance visits to Air National Guard bases across US and US territories and worked as Crisis Action Planner—conducted wartime planning and deployment management for 600+ ANG personnel, oversaw fitness facilities and over **\$150M** in appropriated funds

Resume for Proposed Key Personnel – Co-PI, Instructor Theme 1: Critical Thinking

Name	Ann Phillips
Current Job Title	Associate Professor, Security Studies and International Affairs
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution 3. Seminar Measurement , Analysis, & Sustainment
SIT Role(s)	Co-Primary Investigator Coordination with Volusia County Schools Instructor- Theme 1: Critical Thinking in the Legal Context

Summary of Key Qualifications

- Legal background; key liaison and interface to Volusia County Schools
- Homeland Security Program Coordinator / Undergraduate Education Professional

Education/ Certifications/ Training (Institution, Degree, Specialization, Year)

- University of Florida, J.D., 1992
- University of South Florida, B.A., Political Science, 1987

Work Experience

Associate Professor, Security Studies and International Affairs **2021- Present**
Program Coordinator, Homeland Security Degree Program **2019- Present**
Embry-Riddle Aeronautical University, Daytona Beach Campus

- Perform a variety of administrative tasks, including strategic planning, fall, spring and summer scheduling of courses, hearing academic integrity violations cases and grade appeals, recruitment of adjuncts, student and faculty support, Homeland Security events and programs, internships, and program updates.
- Duties include: program assessment, student advisement, internship liaison, recruiting and outreach, curriculum management and oversight, student award presentations, strategic planning.
- Oversee ongoing program curricular changes and annual program assessment activities
- Advise majors in the discipline and coordinate Homeland Security faculty members to assist with advising and course selection

Assistant Professor, Security Studies and International Affairs **2015 - 2021**
Embry-Riddle Aeronautical University, Daytona Beach Campus

- Teach range of courses including: Homeland Security Law, Environmental Security

Assistant Attorney General **1994 - 2015**
State of Florida, Office of the Attorney General

- Handled all aspects of criminal appeals in state and federal courts
- **Researching and Writing**—performed computer and book-based research on all aspects of criminal law, both substantive and procedural, including constitutional, legislative, and evidentiary issues; prepare written pleadings, primarily appellate briefs, advocating the State of Florida's position on all legal issues

therein, involving in-depth analyses of current federal and state constitutional issues, statutory examination, practical and ethical application of the law, as well as knowledge of emerging legal issues.

- **Oral Advocacy**-presented oral arguments in multiple levels of state and federal courts before panels of between three and seven judges to advocate the State of Florida's legal position. Required thorough knowledge of applicable case law and factual scenarios in order to respond accurately to questions and demands critical thinking to rapidly analyze new and developing legal scenarios.
- **Training and Teaching**-trained and mentored new employees in all aspects of the position, which included review and approval of all written court submissions; provided in-house training to prosecutors located in the Fifth District Court of Appeals' jurisdiction on current legal and ethical concepts, emerging changes in the law, and best practices in criminal law; provided continuing legal education to fellow employees; provided support to prosecutors regarding emerging legal and ethical issues in the courtroom; and educate students, ranging from middle school to college, about the emerging field of cybercrime and cyber safety, including the evolution of the cyber law, actions constituting offenses on a state and/or federal level, current events, access to the courts, safety techniques as well as policy and procedure.

Resume for Proposed Key Personnel – Co-PI, Instructor - Theme 1: Critical Thinking

Name	Daniel Gressang
Current Job Title	Assistant Professor, Security Studies and International Affairs
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution
SIT Role(s)	Co-Primary Investigator Instructor - Theme 1: Critical Thinking and Inoculation Theory

Summary of Key Qualifications

- Designed, developed, and taught courses in all-source intelligence collection and its role in informing national security decision-making, signals intelligence collection management, terrorism and terrorism analysis, research design and analytic methodologies, and intelligence applications in the development and implementation of national military strategy.
- Published or presented research findings to government and academic audiences in both classified and unclassified settings. Served as a consultant on counterterrorism and counter-insurgency policies and practices to a variety of government entities.

Education/ Certifications/ Training (Institution, Degree, Specialization, Year)

- University of Maryland, Ph.D., Government and Politics, 2009
- National Defense Intelligence College, M.S., Strategic Intelligence, 1997
- University of Alabama, M.A., Political Science, 1986
- University of Alabama, A.B., Political Science, 1982

Work Experience

Assistant Professor, Security Studies and International Affairs **2018 - Present** **Embry-Riddle Aeronautical University, Daytona Beach Campus**

- Teach a range of course in the homeland security and global conflict studies curricula, including Introduction to Homeland Security, National Security Enterprise, Emergent Issues in Homeland Security, and Advanced Topics in Terrorism
- Supervise students writing a senior thesis in homeland security and students in the Master's in Human Security and Resilience Capstone course

Government Director, Center for Advanced Study of Language **2016 - 2018** **National Security Agency, Fort Meade, Maryland**

- Manage US Government interests at CASL, a Department of Defense University Affiliated Research Center at the University of Maryland, College Park that conducted groundbreaking research in multiple areas in support of language, cyber, information, and intelligence needs of government clients
- Oversaw research activities and contract deliverables, interacting with key stakeholders, ensuring effective two-way communications between CASL and stakeholders on Center activities and developments.

- Supervised day-to-day operations of CASL, including logistics, security, information technology and infrastructure, tenant relations, and personnel matters
- Supervised and oversaw awarding of delivery orders on contracts, ensuring compliance with funding, legal, and program requirements while also ensuring compliance with human subjects research policies and requirements

Strategy, Policy, and Engagement Lead, Terrorist Watchlisting and Screening Division

2012 - 2016

National Security Agency, Fort Meade, Maryland

- Responsible for developing and implementing NSA's policies and positions on watchlisting-related matters and for working with Intelligence Community, national law enforcement, and national security partners to establish, implement, and update relevant policies and procedures used by the United States Government's watchlisting, screening, and border protection agencies
- Served as NSA's representative at Watchlisting and Screening Interagency Policy Committee (IPC) meetings, held at the Assistant Secretary level and chaired by the National Security Council, and as NSA's representative on the Terrorist Screening Center-led Watchlisting Advisory Council (WAC)
- Primary action officer for all watchlisting and screening –related tasks directed to NSA stemming from IPC, WAC, Presidential Directives, Inspector General investigations, Government Accountability Office inquiries.
- Developed and presented all preparatory materials used by Agency senior leaders in watchlisting-related Deputies & Principals Committee meetings, including talking points, decision memoranda

Various Positions

1987 - 2012

National Security Agency, Fort Meade, Maryland

Represented NSA interests at National Defense Intelligence College

- Served on College policy and program boards and committees while serving as the primary NSA representative to the College administration.
- Served on the College's Admissions, Curriculum, and Office of Applied Research Funding Committees. Managed the College's satellite campus at NSA for an extended period.

Branch Chief and Analytic Lead, Terrorist Watchlisting and Screening Division

- Supervised and led a 12-person branch of government civilian and contractor analysts in a fast-paced operational office

Faculty Member (Adjunct), National Cryptologic School, National Security Agency

- Certified to teach courses in intelligence analysis, intelligence reporting, and Iranian politics

Resume for Proposed Key Personnel –Theme 1: Critical Thinking

Name	Chris Bonner
Current Job Title	Associate Professor, Security Studies and International Affairs
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution
SIT Role(s)	Instructor - Theme 1: Critical Thinking and Counterterrorism

Summary of Key Qualifications

- Counterterrorism, training, intelligence analysis, intelligence collection on domestic violent extremists, expertise on KKK, Skinheads, local militias and motorcycle gangs

Education/ Certifications/ Training (Institution, Degree, Specialization, Year)

- University of Central Florida, M.S., Criminal Justice, 2008
- University of Maryland, B.A., Criminal Justice, 1977

Work Experience

Associate Professor, Homeland Security Affairs

2009 - Present

Embry-Riddle Aeronautical University, Daytona Beach Campus

- Provides undergraduate instruction in Security Studies and International Affairs.

- Courses include topics related to Homeland Security, Intelligence, Terrorism Studies, Criminal Justice, Law and Policy, Emergency Management, Fraud Investigations and other related subjects.
- Develops additional courses as needed and provides other professional and academic services.

Supervisory Special Agent

1992 - 2009

Federal Bureau of Investigation

- Responsible for case management and fulfilling administrative requirements for the Daytona Beach and Ocala offices of the FBI.
- Supervised a staff of Special Agents, Task Force Officers, and Intelligence Analysts.
- Coordinated investigative activities of a Safe Streets Task Force and Joint Terrorism Task Force.
- Temporary duty assignments include instructor/counselor at the FBI Academy, Quantico, Va.; training Iraqi Police and Military in counter terrorism measures in Iraq in 2005
- Investigative role after 9/11; active assessment of area flight schools and training programs
- Coordinated trial preparation of Saddam Hussein, former President of Iraq, and Baath Party members during the Regime Crimes trial in Baghdad, Iraq in 2006 and 2007
- Investigative experience in white collar, violent and property crime, narcotics, intelligence, and counter terrorism matters; domestic terrorism - collecting intelligence on local KKK, militias, Skinheads, and motorcycle gangs
- Collateral duties included Crisis-Hostage Negotiations

Resume for Proposed Key Personnel –Theme 1: Critical Thinking

Name	David Keck
Current Job Title	Chaplain, Embry Riddle Aeronautical University Adjunct, Security Studies and International Affairs
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution
SIT Role(s)	Instructor - Theme 1: Critical Thinking and Religious, Racial, and Sociocultural Narratives

Summary of Key Qualifications

- Course design/ expertise in divinity and interfaith dialogue/ community relations
- Grant management & execution, undergraduate education

Education/ Certifications/ Training (Institution, Degree, Specialization, Year)

- Duke Divinity School, M. Div., 2002
- Harvard University, Ph.D., History, 1992
- Harvard University, A.M., History, 1988
- Yale College, B.A., History, 1987

Work Experience

University Chaplain & Adjunct Professor

2014 - Present

Embry-Riddle Aeronautical University, Daytona Beach Campus

- Focal point for campus spiritual and religious life; providing pastoral care to students and broader ERAU community
- Nurture individual and shared spiritual awareness and growth across campus entities
- Build community relations on and beyond the campus and encourage service to others
- Teach courses in Security Studies and International Affairs Department

Grants

- IFYC Faith in the Vaccine Ambassadors Program, 2021
- AAC&U and IFYC Interfaith Excellence Grant, 2019-20
- Interfaith Youth Core grant for the "Power of Play," 2018-19
- Louisville Institute Grant for "Gamers as Disciples," 2017-18

- Young Adult Ministry Grant, Central Florida Presbytery, 2016

Resume for Key Personnel - Theme 2: Data Literacy

Name	Mihhail Berezovski
Current Job Title	Associate Professor, Mathematics
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution 3. Seminar Measurement Analysis, & Sustainment
SIT Role(s)	Lead Instructor - Theme 2: Data Literacy Seminar Metrics and Evaluation - Data Analysis & Interpretation
Summary of Key Qualifications	
<ul style="list-style-type: none"> • Liaison to SSIA for all mathematical intersectionality, data-driven analysis and course development • Director of ERAU REU Site: Research projects in data-enabled industrial mathematics, \$362K • Education professional, government & industrial data analysis 	
Education/ Certifications/ Training (Institution, Degree, Specialization, Year)	
<ul style="list-style-type: none"> • Tallinn University of Technology, Ph.D., Engineering Physics, 2010 • Tallinn University of Technology, M.Sc., Engineering Physics, 2006 • Tallinn University of Technology, B.Sc., Computer Science, 2003 	
Work Experience	
Associate Professor, Mathematics 2021 - Present Embry-Riddle Aeronautical University, Daytona Beach Campus <ul style="list-style-type: none"> • Coordinator of Data Science track, B.S. in Computational Mathematics (BSCM) degree program • Course monitor for MA210: Introduction to Data Science • Course monitor for MA390: Research project in Industrial Mathematics 	
Assistant Professor, Mathematics 2016 - 2021 Embry-Riddle Aeronautical University, Daytona Beach Campus <ul style="list-style-type: none"> • Teach mathematics core curriculum, advanced courses in Data Science 	
Postdoctoral Scholar, Department of Mathematical Sciences 2011 - 2015 Worcester Polytechnic Institute, Worcester, Massachusetts	

Resume for Proposed Key Personnel – Theme 3: Media Literacy

Name	Matthew Sharp
Current Job Title	Associate Professor, Humanities and Communication
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution
SIT Role(s)	Lead Instructor - Theme 3: Media Literacy
Summary of Key Qualifications	
<ul style="list-style-type: none"> • Course development, Instructional Technology, Professional/ Technical Writing & Rhetoric 	
Education/ Certifications/ Training (Institution, Degree, Specialization, Year)	
<ul style="list-style-type: none"> • Virginia Polytechnic Institute and State University, Ph.D., Rhetoric and Writing, 2013 	

- University of Arkansas at Little Rock, M.A., Professional/Technical Writing, 2007
- University of Arkansas at Little Rock, B.A., Journalism/ Spanish, 2001

Work Experience

Associate Professor, Communication

2019 - Present

Embry-Riddle Aeronautical University, Daytona Beach Campus

- Program Coordinator, B.S. in Communication, ERAU Department of Humanities & Communication (2018 – Present)
- Member, Assistant Professor of Humanities & Communication Search Committee, ERAU Department of Humanities & Communication (2021)
- Oversee ongoing program curricular changes and annual program assessment activities and report submission to university administrators
- Advise majors in the discipline and coordinate with Communication department faculty members to assist with advising and course selection

Assistant Professor, Communication

2013 - 2019

Embry-Riddle Aeronautical University, Daytona Beach Campus

- Teach courses in Communications across wide range of disciplines and academic areas: Introduction to Rhetoric, Mass Communication, Law and Ethics, Business Communication, Technical Report Writing, English Composition, Science & Technology Communication
- Member, Assistant Professor of Communication Search Committee, ERAU Department of Humanities & Communication (2018 – 2019)

Resume for Proposed Key Personnel –Theme 3: Media Literacy

Name	Steven Master
Current Job Title	Associate Professor, Humanities and Communications
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution
SIT Role(s)	Instructor - Theme 3: Media Literacy

Summary of Key Qualifications

- Professional Journalism & Media, Management, Leadership, Undergraduate Education

Education/ Certifications/ Training (Institution, Degree, Specialization, Year)

- Northwestern University, M.S., Journalism, 1988
- Tulane University, B.A., English, 1985

Work Experience

Associate Chair, Department of Communications

2020 - Present

Associate Professor, Communications

2007 - Present

Embry-Riddle Aeronautical University, Daytona Beach Campus

- Perform a variety of administrative tasks, including strategic planning, fall, spring and summer scheduling of courses, hearing academic integrity violations cases and grade appeals, recruitment of adjuncts, student and faculty support.
- Teach upper-level courses in Communication degree program and lower-level writing courses in support of General Education. Courses taught include Aviation and Aerospace Communication, Introduction to Newswriting, Introduction to Sports Writing, Introduction to Media, Mass Media and Current Events, Speech, Travel Communication, Introduction to Rhetoric, English Composition.
- Teach online classes, and serve as Daytona Beach-based program coordinator, for Bachelor of Science in Communication degree administered by Embry-Riddle Worldwide campus.
- Along with department chair, was instrumental in starting this program, the first undergraduate degree program created by Daytona Beach faculty for a degree to be administered by Worldwide campus

- Served as Program Coordinator for Bachelor of Science Coordinate in Communication from 2008-2018. Duties included program assessment, student advisement, internship liaison, recruiting and outreach, curriculum management and oversight, student award presentations, strategic planning.
- Service: Currently serve on department Curriculum and Planning committees and the university athletics Gender Equity Committee. Previously served in College of Arts and Sciences Admissions and Recruitment Committee, course monitor for Speech, and as informal advisor to the *Avion* student newspaper

Journalist

1988 - 2007

Daytona Beach News Journal, Daytona Beach, Florida

- Award-winning general assignment writer for 120,000-circulation AM daily newspaper. Position focused on feature, enterprise and column writing, mostly involving college and Olympic sports.
- On-site editor/manager at all major events at Daytona International Speedway, determining storylines, handing out writing assignments, coordinating with the photo department and communicating with news and sports desk in section planning.
- Received highest possible job evaluations and national, regional and state awards throughout 18-year tenure.
- Served three years as Prep Sports Editor, -writing, editing, planning and overseeing prep sports writers

Resume for Proposed Key Personnel –Theme 3: Media Literacy

Name	Rachel Silverman
Current Job Title	Associate Professor, Humanities and Communications
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution
SIT Role(s)	Instructor - Theme 3: Media Literacy

Summary of Key Qualifications

- Critical Cultural Studies, Gender Studies, Critical Media

Education/ Certifications/ Training (Institution, Degree, Specialization, Year)

- University of South Florida, Ph.D., Communication, 2010
- University of Pennsylvania, M.A., Liberal Arts, 2004
- McGill University, B.A., Philosophy and English Cultural Studies, 2000

Work Experience

Associate Professor, Communications

2016 - Present

Assistant Professor, Communications

2011 - 2016

Embry-Riddle Aeronautical University, Daytona Beach Campus

- Teach upper-level courses in Communication degree program and lower-level writing courses in support of General Education for undergraduate students
- Courses include: Cross-Cultural Communication, Mass Media and Current Events: Critical Media Studies, Communication and Society: Gender and Sexuality, Contemporary issues in Science: Special Topics in Public Health, Applied Intercultural Communication, Women and Communication, Visual Literacy, Speech for Business and the Professions, and Introduction to Mass Media

Communication Trainer and Educator

University of South Florida Medical School

2010 - Present

University of Central Florida Medical School

2014-2017

- Standardized patients (SPs): training women to be SPs for when it's time for the medical students to practice giving well-woman exams, aka breast exams and pelvic exams.
- Gynecological Teaching Associates: proper communication, physical exam portion, how to help medical students perform the exam correctly
- Curriculum development: teaching medical students best practices for well women exams: exams for trans people, both trans men who may still have a uterus or the need for a Pap Smear, and trans women who may

- have breasts and/or a vagina, best practices for women who have sexual assault trauma, poorer women and women of color who systematically receive lesser care
- Annual training with VA primary care medical providers to practice gynecological skills and sexual trauma care

Resume for Key Personnel - Professional Programs

Name	Sarah Ochs
Current Job Title	Director of Professional Programs
SIT Phase(s)	2. Seminar Planning, Organization & Execution
SIT Role(s)	Lead Manager, Workshop & Seminar Organization and Execution
Summary of Key Qualifications	
<ul style="list-style-type: none"> • Professional Programs: Marketing, Customer Service, Organization, Planning, Events 	
Education/ Certifications/ Training (Institution, Degree, Specialization, Year)	
<ul style="list-style-type: none"> • University of Ulster, M.S., Hotel and Tourism Management, 1996 • Middlesex University, B.A., Education with Qualified Teacher Status, 1995 	
Work Experience	
Director, Professional Programs 2009 - Present <i>Embry-Riddle Aeronautical University, Daytona Beach Campus</i> <ul style="list-style-type: none"> • Assess, design, implement, evaluate and direct short courses to address the continuing educational needs of aviation industry professionals. • Tripled actual revenue over projected revenue in first year of appointment • Manages the marketing, recruitment, advising, customer service and synchronization of professional programs on the Daytona Beach Campus • Develops and maintains department publications, webpages and registration portal • Responsible for strategic planning, budget, event planning, and promotion of event 	
Associate Director, Student Affairs 2008 - 2009 <i>Embry-Riddle Aeronautical University, Daytona Beach Campus</i> <ul style="list-style-type: none"> • Responsible for providing leadership and operational and strategic direction for student support services • Accountable for the delivery of effective quality service in counseling, ombudsman, non-academic student conduct, student life, international student affairs and disability support services • Maintain cooperative working relationships with executive leadership; responsible for recognizing trends and recommending and facilitating improvements • Create and design marketing collateral to highlight Student Affairs' services 	

Resume for Key Personnel - Performance Measurement and Evaluation

Name	Claudia Cornejo Happel
Current Job Title	Associate Director, Center for Teaching and Learning Excellence (CTLE)
SIT Phase(s)	2. Seminar Planning, Organization & Execution 3. Seminar Measurement, Analysis & Sustainment
SIT Role(s)	Seminar Performance Measurement and Evaluation Research Opportunities Seminar Sustainment and Online/Hybrid Pedagogy
Summary of Key Qualifications	
<ul style="list-style-type: none"> • Multi-disciplinary pedagogy, event management, technology education, strategic partnerships, surveys 	

Education/ Certifications/ Training (Institution, Degree, Specialization, Year)

- Georgia Southern University, Ed.S., Instructional Technology, 2019
- The Ohio State University, Ph.D., Spanish Literature, 2014
- University of Florida, M.A., Spanish Literature, 2007
- University of Georgia, B.A., Spanish/ French, 2007
- Gainesville College, A.A., Foreign Languages, 2005

Work Experience

Associate Director, Center for Teaching and Learning Excellence (CTLE) 2019 - Present **Embry-Riddle Aeronautical University, Daytona Beach Campus**

- Embedded appointment in the College of Arts and Sciences (COAS), primary point of contact for departments of Human Factors, Humanities and Communication, ROTC, and SSIA
- Designed and delivered Pivotal Pedagogy Seminar to support faculty in the design of technology-enhanced courses intended to seamlessly pivot between face-to-face and online learning.
- Co-designed the Inclusive Teaching Certificate. Designed and facilitated multiple events
- Coordinated CTLE Impact Grant and other Scholarship of Teaching and Learning initiatives

Team Lead, Center for Teaching and Learning & Assistant Professor, Statesboro Campus 2018 - 2019 **Centers for Teaching and Technology (CT2), Georgia Southern University, Statesboro, GA**

- Led team of two instructional services coordinators and one graduate student assistant
- Managed CTL program assessment and annual performance reviews for CTL staff
- Developed strategic partnerships with other campus units, colleges, and departments
- Coordinated SoTL programs and annual SoTL Commons Conference
- Facilitated faculty learning communities, book studies, course design institutes, and workshops on a variety of teaching topics and orientations for new faculty and graduate student instructors
- Designed programs to support design and delivery of blended and flipped learning experiences.
- Developed graduate student programs including Teaching & Learning Essentials seminar, Graduate Student Learning Community, and Teaching Foundations Certificate
- Supported budget planning and strategic allocation of resources for CT2

Assistant Director, Center for Teaching and Learning 2014 - 2017 **Centers for Teaching and Technology (CT2), Georgia Southern University, Statesboro, GA**

- Managed CTL program assessment and annual performance reviews for CTL staff
- Developed strategic partnerships with other campus units, colleges, and departments
- Coordinated SoTL programs and annual SoTL Commons Conference
- Facilitated faculty learning communities, book studies, course design institutes, and workshops on a variety of teaching topics and orientations for new faculty and graduate student instructors
- Designed programs to support design and delivery of blended and flipped learning experiences.
- Developed graduate student programs including Teaching & Learning Essentials seminar, Graduate Student Learning Community, and Teaching Foundations Certificate
- Supported budget planning and strategic allocation of resources for CT2

Resume for Proposed Key Personnel –Sustainment

Name	Tracy Parodi
Current Job Title	Instructional Technologist
SIT Phase(s)	1. Program Development 2. Seminar Planning, Organization & Execution 3. Seminar Measurement & Sustainment
SIT Role(s)	Coordination with Volusia County Schools K-12 Instructional Consultation Seminar Sustainment and Modality

Summary of Key Qualifications

- Learning technology, Learning Management Systems, K-12 education, Survey Data & Analysis

Education/ Certifications/ Training (Institution, Degree, Specialization, Year)

- Western Governors University, M.A. Instructional Design, 2020
- Stetson University, M.A., Educational Leadership, 2008
- Stetson University, B.A., Elementary Education, 2005
- Florida Department of Education, K-6 Education, ESOL Education, and Educational Leadership

Work Experience

Instructional Technologist

2019- Present

Embry-Riddle Aeronautical University, Daytona Beach Campus

Rollout concurrent software implementations (Student Information System and Enterprise Resource Planning)

- Develop face to face whole group training
- Create technical help documents
- Develop online support materials

Provided bespoke technology trainings and consultations to university educators

- Trainings and consultations provided to over 15 sites
- Audiences include teachers, administrators, and support staff
- Topics include educational software, Microsoft products, and hardware instruction
- Lead webinars in Skype, Adobe Connect, and Teams

Technology Coach and Trainer

2017 - 2019

Learning Technologies, DeLand, Florida

Created a knowledge base of educational hardware

- Collaborate with a team of technology coaches to develop a robust knowledge base in the use of educational hardware
- Develop engaging videos that instruct teachers, administrators, and staff on the proper use of educational hardware
- Develop printed material to instruct in the use of educational hardware

Survey users and participants in Microsoft Forms for feedback

- Leverage survey data to inform the planning of future presentations and follow up consultations
- Create Microsoft Flows to share resources with participants once the survey is complete

Virtual Teacher/ Course Builder

2012 - 2017

Volusia Online Learning, DeLand, Florida

Canvas Learning Management System- Rollout and Implementation

- Migrate, develop, and maintain engaging curriculum for 3rd – 5th grade students in the Canvas Learning Management System including text, multimedia elements, images, and personalized assessments
- Use HTML to adapt and personalize content for a variety of learners
- Collaborate with District Resource teacher to create courses instructing teachers on Canvas
- Train district specialists in best practices for creating Elementary resource courses within Canvas
- Plan, advertise, and host Twitter chats to engage stakeholders in professional conversation on the use of Canvas

Moodle Learning Management System- Rollout & Implementation

- Develop and maintain all K-5 courses for Volusia County Schools in the Moodle Learning Management System; trained 60 teachers on best practices for building courses within Moodle LMS

Primary School Teacher

2005 - 2012

Friendship Elementary, DeLand, Florida

- Created engaging and dynamic learning exercises with a focus on reading and math achievement
- Created individualized educational plans for students with special behavioral and academic needs
- Maintained accurate records for 18-22 students to justify promotion, additional testing, or added interventions

APPENDIX C.



Dean's Office
College of Arts & Sciences

T: 386-323-8772

May 17, 2021

Office of the Dean
College of Arts and Sciences
Embry-Riddle Aeronautical University
1 Aerospace Blvd.
Daytona Beach, FL 32114

To Whom It May Concern:

Embry-Riddle Aeronautical University (ERAU) is pleased to submit a proposal to this year's Department of Homeland Security - Targeted Violence and Terrorism Prevention grant program. The proposal, "Train-the-Trainer, Seminars in Inoculation Theory" (SIT), offers media literacy and critical thinking curricula to Volusia county's secondary school teachers and administrators. The initiative is designed to promote counter-radicalization capabilities through a self-sustaining program for teaching effective message inoculation strategies, as well as enhance and expand analytical skills amongst our county's educators and their students.

The SIT team's key personnel includes the Principal Investigator (PI), Dr. Diane Zorri of the Department of Security Studies and International Affairs. The team consists leaders in the fields of Homeland Security, Law, and Intelligence, as well as faculty from our Communications and Mathematics Departments.

The SIT program offers a unique avenue for ERAU to leverage their expertise to provide innovative and ground-breaking methods to build local capacity to prevent targeted violence and extremism in our local area. We are enthusiastic about the opportunity to serve.

If there are any questions regarding our support for the SIT program, please feel free to contact me.

Sincerely,

(b)(6)

Karen F. Gaines, Ph.D.
Dean, College of Arts and Sciences
Embry-Riddle Aeronautical University



1 Aerospace Blvd.
Daytona Beach, FL 32114-3900

embryriddle.edu

May 20, 2021

U.S. Department of Homeland Security (DHS),
Office for Targeted Violence and Terrorism Prevention (OTVTP)
Federal Emergency Management Agency (FEMA)

Re. The Department of Homeland Security (DHS) - Targeted Violence and Terrorism Prevention (TVTP) Grant Program; Funding Opportunity Number DHS-21-TTP-132-00-01

To Whom It May Concern,

Please accept this letter in support of the grant application to the DHS TVTP Grant Program by Embry-Riddle Aeronautical University.

Embry-Riddle Aeronautical University combines the expertise and technology to address the most pressing challenges facing today's aviation industry, and is recognized as one of the global leaders in aerospace and aviation education and training. Established more than 90 years ago, Embry-Riddle's story runs deep into the roots of aviation's history and today continues to expand its reach across related industries through its degree offerings and innovative research in the study of aerospace, in addition to the applied sciences, cybersecurity, business, engineering, security and space.

Professional education at Embry-Riddle offers excellent opportunities for professionals and organizations in the evolving aviation and aerospace industry. The university provides year round open-enrollment seminars, workshops and short-courses, and also creates customized education and training to meet the needs of organizational goals and missions. Embry-Riddle has been training professionals since 1926 and our department is designed to promote and promulgate continuing education opportunities across the spectrum of learners and educators.

In conclusion, the Department of Professional Programs is in full support of the efforts of this project to seek external funding to support a professional program with a 'Train the Trainer' structure - designed to implement local prevention frameworks and explore innovative approaches to preventing targeted violence and terrorism. This program would be impactful, expandable and with excellent long term growth and sustainability prospects.

Sincerely,

(b)(6)

Director of Professional Programs
Daytona Beach Campus

(b)(6)

Embry-Riddle Aeronautical University
1 Aerospace Blvd.
Daytona Beach, FL, 32114



Dr. Scott Fritz
Superintendent of Schools

School Board of Volusia County

Mrs. Linda Cuthbert, Chairman
Ms. Jamie M. Haynes, Vice Chairman
Mrs. Anita Burnette
Mr. Ruben Colón
Mr. Carl Persis

May 17, 2021

Office of Professional Learning
Volusia County School District
PO BOX 2118
DeLand, FL 32721-2118

To Whom It May Concern:

We are writing to provide a letter of intent with respect to Embry-Riddle Aeronautical University's proposal for the U.S. Department of Homeland Security's Targeted Violence and Terrorism Prevention grant for a media literacy and critical thinking seminar to Volusia county's secondary school teachers and administrators. Embry-Riddle Aeronautical University's grant proposal pairs well with our needs, it addresses complex social issues and is a unique opportunity for our educators to incorporate a variety of pedagogical techniques in the classroom.

The Volusia County School District is the 14th largest district in the state of Florida with over 61,400 students and 70 public schools. Every year, we offer various professional learning opportunities that focus on student improvement. One of our largest professional learning events is, "Volusia *LEARNS!*" This is our annual summer conference that on average 1,400 teachers from across the county attend. We offer sessions on many topics to improve curriculum and instruction, educational leadership, and instructional supervision. In the past, our school district has collaborated with several institutions of higher education for the advancement of our faculty.

Based on our preliminary review of the information provided, and subject to award of the grant, the Volusia County School District is pleased to offer non-binding support to Embry-Riddle Aeronautical University to advertise, promote, and include the media literacy and critical thinking as part of our professional learning opportunities which may include our "Volusia *LEARNS!*" summer professional learning conference.

If there are any questions regarding our support, please contact us at (386) 734-7190 x20504 during normal business hours.

Sincerely,

(b)(6)

Wafa Picciolo
Coordinator, Professional Learning
Volusia County Schools

P.O. BOX 2118 • 200 NORTH CLARA AVE
DELAND, FL 32720
(386) 734-7190 • (386) 255-6475
An Equal Opportunity Employer

APPENDIX D.

EMBRY-RIDDLE

Aeronautical University

18 May 2021

To Whom It May Concern:

This letter serves as a wholehearted endorsement of Embry-Riddle Aeronautical University's "Train-the-Trainer, Seminars in Inoculation Theory" (SIT) program which will offer media literacy and critical thinking curricula to Volusia county's secondary school teachers and administrators. The initiative is designed to promote counter-radicalization capabilities through a self-sustaining program for teaching effective message inoculation strategies, as well as enhance and expand analytical skills amongst our county's educators and their students.

As a retired FBI agent and counterterrorism professional I can attest to the need for a program that promotes counter-radicalization in our community. The SIT program and the faculty designing it will provide innovative and ground-breaking methods to build local capacity to prevent targeted violence and extremism in Volusia county.

If there are any questions regarding our support, please feel free to contact me.

Sincerely,

(b)(6)

Chris Bonner, MS, CFE (FBI, Retired)

Associate Professor

Homeland Security Program

Security Studies and International Affairs

Embry Riddle Aeronautical University

Daytona Beach, FL 32114

(b)(6)

APPENDIX E: Budget Worksheet

Budget Category	Federal Request
Personnel	\$ 114,249
Fringe Benefits	\$ 27,504
Travel	
Supplies	
Contractual	
Other	\$ 18,000
<i>Total Direct Costs</i>	\$ 159,753
Indirect Costs	\$ 62,967
TOTAL PROJECT COSTS	\$ 222,720



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

7700 Wisconsin Avenue, Suite 2301
Bethesda, MD 20814
PHONE: (301) 492-4855
FAX: (301) 492-5081
EMAIL: CAS-Bethesda@psc.hhs.gov

February 18, 2021

Jare Allocco Allen, CPA
University Controller
Embry-Riddle Aeronautical University
1 Aerospace Boulevard
Daytona Beach, FL 32114-3900

Dear Ms. Allocco Allen,

A copy of the indirect rate cost Rate Agreement is being E-mailed to you for your signature. This agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for F&A and fringe benefit costs on grants and contracts with the Federal Government.

In addition, both parties agree that the differences between the fixed and actual fringe benefit costs for the fiscal year ended June 30, 2020 are:

- Over-recovery \$2,363,000 applicable to Full-Time Employees
- Under-recovery \$36,000 applicable to Part-Time Employees

These amounts are included in your fixed fringe benefit rates for the fiscal year ending June 30, 2022 which are listed in the attached Rate Agreement.

Please have the agreement signed by an authorized representative of your organization and send to CAS-Bethesda@psc.hhs.gov. We will reproduce and distribute the Rate Agreement to the appropriate awarding organizations of the Federal Government for their use.

A fringe benefit proposal, together with the required supporting information, must be submitted to this office for each fiscal year in which your organization claims fringe benefit costs under grants and contracts awarded by the Federal Government.

Ms. Allocco Allen
February 18, 2021
Page 2

Therefore, your next fringe benefit rate proposal for the fiscal year ending June 30, 2021 will be due in our office by December 31, 2021. Please submit your next proposal electronically via email to CAS-Bethesda@psc.hhs.gov.

Sincerely,

(b)(6)

Darryl W. Mayes
Deputy Director
Cost Allocation Services

CONCURRENCE:

Embry-Riddle Aeronautical University
(Institution)

(b)(6)

(Signature)

Randall B. Howard
(Name)

Senior VP + CFO
(Title)

9 Mar 2021
(Date)

Enclosures

PLEASE SIGN AND RETURN A COPY OF THE RATE AGREEMENT

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: (b)(6)

DATE: 02/18/2021

ORGANIZATION:

Embry-Riddle Aeronautical University
1 Aerospace Boulevard
Daytona Beach, FL 32114-3900

FILING REF.: The preceding
agreement was dated
09/18/2020

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2016	06/30/2022	43.50	On-Campus	All Programs
PRED.	07/01/2016	06/30/2022	23.00	Off-Campus	All Programs
PRED.	07/01/2016	06/30/2022	6.00	Off-Campus	(A)
PROV.	07/01/2022	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

(A) Intergovernmental Personnel Act Agreements. All ERAU campuses.

ORGANIZATION: Embry-Riddle Aeronautical University

AGREEMENT DATE: 2/18/2021

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2021	6/30/2022	28.00	All	Full-Time Employees
FIXED	7/1/2021	6/30/2022	8.00	All	Part-Time Employees
PROV.	7/1/2022	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: Embry-Riddle Aeronautical University

AGREEMENT DATE: 2/18/2021

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Full-Time Employees fringe benefits rate includes Group Health Insurance, Retirement, Tuition Waiver Employee, Personal Leave Paid at Termination, Unemployment, Workers' Compensation, and FICA Taxes.

Part-Time Employees fringe benefits rate include Unemployment, Workers' Compensation, and FICA Taxes.

DEFINITION OF EQUIPMENT

Equipment means an article of nonexpendable tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit.

Next F&A rates proposal based on actual costs for fiscal year ending 06/30/2022 will be due no later than 12/31/2022. Next Fringe Benefits rates proposal for fiscal year ending 06/30/2021 is due in our office by 12/31/2021.

ORGANIZATION: Embry-Riddle Aeronautical University

AGREEMENT DATE: 2/18/2021

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Embry-Riddle Aeronautical University

(b)(6)

(SIGNATURE)

Randall B. Howard, Ph.D.

(NAME)

Senior Vice President and CFO

(TITLE)

3/9/2021

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

2/18/2021

(DATE) 2879

HHS REPRESENTATIVE: Lucy Siow

Telephone:

(b)(6)

EMW-2021-GR-APP-00120

Application Information

Application Number: EMW-2021-GR-APP-00120

Funding Opportunity Name: Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

Funding Opportunity Number: DHS-21-TTP-132-00-01

Application Status: Pending Review

Applicant Information

Legal Name: Embry-Riddle Aeronautical University, Inc.

Organization ID: 22478

Type: Private Institutions of Higher Education

Division: Office of Sponsored Research Administration

Department: Security Studies and International Affairs

EIN: (b)(6)

EIN Shared With Organizations:

DUNS: 052104791

DUNS 4:

Congressional District: Congressional District 06, FL

Physical Address

Address Line 1: 1 Aerospace Blvd

Address Line 2: [Grantee Organization > Physical Address > Address 2]

City: Daytona Beach

State: Florida

Province:

Zip: 32114-3910

Country: UNITED STATES

Mailing Address

Address Line 1: 1 Aerospace Blvd

Address Line 2: [Grantee Organization > Mailing Address > Address 2]

City: Daytona Beach

State: Florida

Province:

Zip: 32114-3910

Country: UNITED STATES

SF-424 Information

Project Information

Project Title: Train-the-Trainer Workshops on Inoculation Theory: Innovative Approaches to Preventing Targeted Violence and Terrorism

Program/Project Congressional Districts: Congressional District 06, FL

Proposed Start Date: Fri Oct 01 00:00:00 GMT 2021

Proposed End Date: Sat Sep 30 00:00:00 GMT 2023

Areas Affected by Project (Cities, Counties, States, etc.): Volusia County, Florida.

Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$222720
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
Total Funding	\$222720

Is application subject to review by state under the Executive Order 12373 process? Program is subject to E.O. 12372 but has not been selected by the State for review.

Is applicant delinquent on any federal debt? false

Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Michelle McConkey	(b)(6)		Secondary Contact
Diane Zorri			Primary Contact Authorized Official Signatory Authority

SF-424A

Budget Information for Non-Construction Programs

Grant Program: Targeted Violence and Terrorism Prevention Grant Program

CFDA Number: 97.132

Budget Object Class	Amount
Personnel	\$114249
Fringe Benefits	\$27504
Travel	\$0
Equipment	\$0
Supplies	\$0
Contractual	\$0
Construction	\$0
Other	\$18000
Indirect Charges	\$62967
Non-Federal Resources	Amount
Applicant	\$0
State	\$0
Other	\$18000
Income	Amount
Program Income	\$0

How are you requesting to use this Program Income? [\$budget.programIncomeType]

Direct Charges Explanation:

Indirect Charges explanation:

Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	\$	\$	\$	\$
Non-Federal	\$	\$	\$	\$

Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
\$	\$	\$	\$

Remarks:

SF-424C

Budget Information for Construction Programs

Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Diane Zorri

Signed Date: Tue May 25 12:29:03 GMT 2021

Signatory Authority Title: Authorized Official

Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Diane Zorri

Signed Date: Tue May 25 00:00:00 GMT 2021

Signatory Authority Title: Authorized Official

Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: Diane Zorri

Signed Date:

Signatory Authority Title: